



ELA Item Specifications

GRADE 4

Table of Contents

Introduction	2
Item Development Process.....	3
Test Construction Guidelines.....	4
Blueprint	4
Depth of Knowledge (DOK).....	5
Item Formats.....	6
Stimulus Guidelines.....	8
Arizona’s College and Career Ready Standards (AzCCRS).....	10
Grade 4 ELA Item Specifications	14
Reading Literature	14
Reading Informational Texts.....	22
Listening.....	31
Language.....	33
Writing	37

Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzMERIT) is Arizona’s statewide achievement test. AzMERIT assesses the Arizona College and Career Ready Standards (AzCCRS) adopted by the Arizona State Board of Education in 2010. AzMERIT will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzMERIT tests are computer-based, meaning that they can better assess students’ critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzMERIT items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzMERIT items are generally representative of Arizona’s geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzMERIT Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the AzCCRS. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzMERIT are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzMERIT has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzMERIT ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzMERIT is designed to reflect the importance of using evidence and reading complex texts outlined in the AzCCRS. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

Item Development Process

AzMERIT items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzMERIT.



Sample tests are available online for the ELA portion of AzMERIT. For more information view the Guide to the Sample Tests at <http://azmeritportal.org/>.

Test Construction Guidelines

The construction of the AzMERIT assessment is guided by the depth and rigor of the Arizona College and Career Ready Standards. Items are created to address key components of the standards and assess a range of important skills. The AzMERIT Blueprint provides an overview of the distribution of items on the AzMERIT according to the standards. Further, the AzMERIT blueprint outlines the Depth of Knowledge distribution of items.

Blueprint

The AzMERIT blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

Grade 4		
Strand	Minimum	Maximum
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the AzCCRS. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students’ capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzMERIT.

Percentage of Points by Depth of Knowledge (DOK) Level				
Grade 4	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	16%–19%

For more information on DOK, please visit www.azed.gov/AzMERIT.

Item Formats

The AzMERIT Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 4 computer based assessment for AzMERIT:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzMERIT Sample Tests at <http://azmeritportal.org/>.

TEI Type	Description
Editing Task Choice (ETC)	The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
Evidence-Based Selected Response (EBSR)	Multiple Choice/Multiple Select Format – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below). Multiple Choice/Hot Text Format – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below).
Graphic Response Item Display (GRID)	The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

Hot Text (HT)	Selectable Hot Text - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.
	Drag-and-Drop Hot Text - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Matching Item (MI)	The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Multi-Select (MS)	The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
Open Response	The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Writing Prompt Items	Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.

Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzMERIT: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzMERIT has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona College and Career Ready Standards.

Reading Passage stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350
11	350–1400

Editing Task stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250
9–11	250–300

Listening Stimuli will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

Listening Timing		Passage Word Counts	
Grade Level	Minutes	Grade Level	Words
3	0.75–2.0	3	200–250
4	0.75–2.0	4	200–250
5	0.75–2.0	5	250–300
6	0.75–2.0	6	250–300
7	0.75–2.0	7	300–350
8	0.75–2.0	8	300–350
9	0.75–2.0	9	300–350
10	0.75–2.0	10	300–350
11	0.75–2.0	11	300–350

Writing stimuli will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

Arizona’s College and Career Ready Standards (AzCCRS)

Reading Standards for Literature

Key Ideas and Details

4.RL.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2– Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4. RL.3– Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure

4.RL.4– Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

4.RL.5– Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

4.RL.6– Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

4.RL.7– Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.RL.8– (Not applicable to literature)

4.RL.9– Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

4.RL.10– By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Key Ideas and Details

4.RI.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2– Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3– Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4.RI.4– Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

4.RI.5– Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6– Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

4.RI.7– Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8.– Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9– Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

4.RI.10– By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standards for Speaking and Listening

Comprehension and Collaboration

4.SL.2– Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3– Identify the reasons and evidence a speaker provides to support particular points.

Standards for Language

Conventions of Standard English

4.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- h. Write and organize one or more paragraphs about a topic.

4.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

4.L.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

4.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Standards for Writing

Text Types and Purposes

4.W.1– Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

4.W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Grade 4 ELA Item Specifications

Reading Literature

Content Standard	AzCCRS.ELA.Literature.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
	Task Demand	Common Response Types
	<p>Identify details that support a statement in the text, where both the statement and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. • Requires the student to select an inference from four choices, and then to select words or phrases from the text to support the inference. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select the correct meaning of a word from a list of four or more choices.

Content Standard	AzCCRS.ELA.Literature.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	<p>Determine a theme explicitly or implicitly stated in the text.</p> <p>Provide details that support the theme or central idea of the text. The item writer may or may not provide the student with the theme.</p> <p>Summarize the text.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the theme or central idea. • Requires the student to select the theme or central idea from four choices, and then to select words or phrases from the text to support the theme or central idea selected. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select the theme of the passage from four or more choices. • Requires the student to select explicit or implicit details that support the theme of the passage from four or more choices. • Requires the student to summarize the text <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state in words the theme or central idea of the passage. • Requires the student to state in words details from the text that can be used to support the theme or central idea of the passage. • Requires the student to state in words the theme or central idea of the passage and a detail from the text that can be used to support the theme or central idea of the passage.

Content Standard	AzCCRS.ELA.Literature.4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use explicit and implicit details from the text to describe in depth a character, setting, or event. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details (RL.4.1). Rather, the items should focus on how the details describe a character, setting, or event in depth.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	<p>Interpret details from the text to make an inference about a character, setting, or event. The details from the text can be explicitly or implicitly stated.</p> <p>Synthesize details implicitly stated in the text to draw a conclusion about character, setting, or event.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide details to support an inference about a character, setting, or event. • Requires the student to select from four choices the correct description of character, setting, or event AND to select words or phrases from the text that provide details to support that description. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select an inference about a character, setting, or event from four choices. • Requires the student to select details that support an inference about a character, setting, or event from four choices. • Requires the student to select multiple details that support an inference about a character, setting, or event from four or more choices. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to draw an inference about a character, setting, or event in words and support the inference with details from the text.

Content Standard	AzCCRS.ELA.Literature.4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
Task Demand		Common Response Types
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select the meaning of words used in the text from four choices and to select words or phrases from the text that provide context. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words used in the text from four choices. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of words and phrases the author uses in a text.

Content Standard	AzCCRS.ELA.Literature.4.RL.5 Explain major differences between poems, drama, and prose, and refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about texts.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to refer to structural elements when contrasting different types of literary texts. Items should be used with text sets, and should not ask about only one type of literary text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Multiple Choice 	
	Task Demand	Common Response Types
	Contrast two or more literary texts to analyze how structure affects their meaning.	<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select the difference between the structures of two or more literary texts from four options and select words or phrases that show the effect of the difference. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a difference between the structures of two or more literary texts from four options. • Requires the student to select how differences in the structure of two or more texts affect their meaning.

Content Standard	AzCCRS.ELA.Literature.4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to compare and contrast the points of view in two or more texts. Items may ask students to identify the points of view and describe how the author illustrates them with details from the text. Items may ask students to explain differences between first- and third-person points of view. Items should not ask about one literary text and should be used with text sets.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Determine similarities and differences in the points of view or the narration of two or more texts.</p> <p>Provide details to illustrate similarities and differences in the points of view or the narration used in two or more texts. The item writer may or may not provide the student with the points of view or style of narration used.</p>		<p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select a similarity or difference in the points of view used by the authors from four options and select words and phrases in the text that show how the authors illustrates them. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires students to select similarities and differences in the narrators or the points of view in two or more texts from four choices. • Requires students to select a difference in how first- and third-person affect the telling of two or more texts. • Requires students to select multiple similarities and differences in the narrators or the points of view in two or more texts from four or more choices. <p>Open Response</p> <ul style="list-style-type: none"> • Requires students to describe in words the similarities in the narrators or the points of view in two or more texts.

Content Standard	AzCCRS.ELA.Literature.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students make connections between two versions of a story. Items may ask students to identify details to discuss similarities and differences in the two versions. Items should not ask about one literary text and should be used with a pairing of a text and an oral/visual presentation of that text. The oral/visual presentation should represent the text in its entirety.	
Common Item Formats	<ul style="list-style-type: none"> • Grid Response • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Make connections between the text of a story and a visual/oral presentation of the same story, using details to describe the connection.		<p>Grid Response</p> <ul style="list-style-type: none"> • Requires the student to select palette images to show the connection between a text and a visual presentation of that text. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from the text to show the connection between a text and a visual presentation of that text. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four options a connection between a text and a visual presentation of that text. • Requires the student to select from four or more options multiple connections between a text and a visual presentation of that text.

Content Standard	AzCCRS.ELA.Literature.4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to compare and contrast similar themes and patterns of events from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Compare and contrast how similar themes and patterns of events are developed in two or more texts. The item writer may or may not provide the student with the theme.		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. • Requires the student to select an inference from four choices, and then to select words or phrases from the text to support the inference. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select similarities and differences in the treatment of topics and themes in two or more texts. • Requires the student to select multiple similarities and differences in the treatment of topics and themes in two or more texts.

Reading Informational Texts

Content Standard	<u>AzCCRS.ELA.Informational.4.RI.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand	Common Response Types	
<p>Identify details that support a statement in the text, where both the statement and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to answer questions, using explicit information in the text as support. • Requires the student to select an inference from four choices, and then to select words or phrases from the text to support the inference. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select a response from four choices to answer questions using explicit or implicit information from the text as support. • Requires the student to select multiple responses from four or more choices to answer questions using explicit or implicit information from the text as support. 	

Content Standard	AzCCRS.ELA.Informational.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use details from a text to determine the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the main idea.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	<p>Determine a main idea explicitly or implicitly stated in the text.</p> <p>Provide details that support the main idea of the text. The item writer may or may not provide the student with the main idea.</p> <p>Summarize the text.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly state the main idea of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the main idea. • Requires the student to select the main idea from four choices, and then to select words or phrases from the text to support the main idea selected. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select the main idea of the passage from four or more choices. • Requires the student to select explicit or implicit details that support the main idea of the passage from four or more choices. • Requires the student to summarize the text <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state in words the main idea of the passage. • Requires the student to state in words specific details from the text that can be used to support the main idea of the passage. • Requires the student to state in words the main idea of the passage AND a detail from the text that can be used to support the main idea of the passage.

Content Standard	AzCCRS.ELA.Informational.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use explicit and implicit details from the text to explain in depth events, procedures, ideas or concepts. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas or concepts.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
	Task Demand	Common Response Types
	<p>Interpret details from the text to make an inference about events, procedures, ideas, or concepts. The details from the text can be explicitly or implicitly stated.</p> <p>Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide details to support an inference about events, procedures, ideas or concepts. • Requires the student to select from four choices the correct description of events, procedures, ideas, or concepts AND to select words or phrases from the text that provide details to support that description. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an inference about events, procedures, idea, or concepts from four choices. • Requires the student to select details that support an inference about events, procedures, ideas or concepts from four choices. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to draw an inference about events, procedures, ideas or concepts in words and support the inference with details from the text.

Content Standard	AzCCRS.ELA.Informational.4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic of subject area</i> .	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
Task Demand		Common Response Types
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select the meaning of words used in the text from four choices and to select words or phrases from the text that show the meaning of the word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words used in the text from four choices. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words the meaning of words and phrases the author uses in a text.

Content Standard	AzCCRS.ELA.Informational.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to refer to structural elements when discussing events, ideas, concepts, or information in a text. Items may ask students to discuss the impact that a particular structure (chronology, comparison, cause/effect, problem/solution) has on a text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
<p>Describe or identify the structure of a text or of events, ideas, concepts or information within a text.</p> <p>Identify examples of particular structures used within a text and select examples of this structure.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an example of a given structure within the passage itself. • Requires the student to select (from four options) the overall structure of a text or part of a text and select an example of this structure from the passage. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select the overall structure of a text or part of a text from four or more options. • Requires the student to select from four or more options the impact of the overall structure of a text or part of a text on the passage as a whole.

Content Standard	AzCCRS.ELA.Informational.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to compare and contrast firsthand and secondhand accounts within the same text. Items may ask students to compare and contrast firsthand and secondhand accounts in multiple texts. Items may ask students to identify the difference between firsthand and secondhand accounts and describe how the author illustrates them, using details from the text. Items may ask students what firsthand or secondhand accounts contribute to the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	<p>Determine similarities and differences between firsthand and secondhand accounts of the same topic in a text.</p> <p>Provide details to illustrate similarities and differences in firsthand and secondhand accounts of the same topic and support or describe how these similarities or differences impact the text.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select (from four options) a similarity or difference in the accounts of different people or authors. • Requires the student to select (from four options) the impact of different accounts of the same event AND select words and phrases in the text that show how the authors demonstrate these differences. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires students to select from four choices similarities and differences between firsthand and secondhand accounts of the same event. • Requires students to select from four choices a difference in how firsthand and second hand accounts impact the focus and information given in the passage. • Requires students to select from four or more choices multiple similarities and differences between firsthand and secondhand accounts of the same event. <p>Open Response</p> <ul style="list-style-type: none"> • Requires students to describe in words the similarities between a firsthand and secondhand account.

Content Standard	<u>AzCCRS.ELA.Informational.4.RI.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to describe information presented visually, orally or quantitatively. Items may ask that students make connections or identify similarities and differences between information presented in different formats (textually, visually, etc.). Items may ask students to identify details to discuss similarities and differences in the two versions. An oral or visual presentation may comprise all or part of the text.	
Common Item Formats	<ul style="list-style-type: none"> • Grid Response • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	Make connections between the text and information presented visually, orally, or quantitatively, using details to describe the connection.	<p>Grid Response</p> <ul style="list-style-type: none"> • Requires the student to select palette images to show the connection between a text and a visual presentation of the text. <p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from the text to show the connection between a text and a visual presentation of the text. • Requires the student to select (from four options) a description of the contribution made by information presented visually, orally, or quantitatively to the text as a whole and to select words and phrases from the text to show the connection. • Requires the student to select and drag text to show the connection between a passage and a visual presentation of the passage. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select a description of the contribution made by information presented visually, orally, or quantitatively to the text as a whole from four or more options. <p>Open Response</p> <ul style="list-style-type: none"> • Requires students to describe in words the similarities between textual and visual information.

Content Standard	AzCCRS.ELA.Informational.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to identify the ways an author uses evidence or details to support key points in the text. Items may ask students to describe how or why an author uses evidence or details to support key points in the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
Task Demand		Common Response Types
<p>Using a given inference, select words or phrases from the passage to demonstrate how the author supports particular points in the text.</p> <p>Using a given inference, select an explanation for the ways an author uses reasons or evidence to support key points in the text.</p> <p>Based on evidence from the passage, select (from four or more options) an explanation for the reason an author uses evidence to support key points in the text and select words or phrases from the passage that demonstrate this support.</p> <p>Based on evidence from the passage, draw an inference about why an author uses reasons or evidence to support key points in the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that are used to support a particular point • Requires the student to select from four choices a correct explanation of how the author uses evidence to support a particular point in the text AND to select words or phrases from the text that are used to support that point <p>Multiple Choice or Multi-select</p> <ul style="list-style-type: none"> • Requires the student to select from four choices a correct explanation of how the author uses evidence to support particular points in a text • Requires the student to select multiple explicit or implicit details that support a particular point in the text <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words which what evidence or which details support key points in the text.

Content Standard	AzCCRS.ELA.Informational.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to compare and contrast similar themes and information from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The information may be explicitly or implicitly stated. Items should be used with text sets, and should not ask about only one literary text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Compare and contrast how information is developed in two or more texts to create an inference about the text. The item writer may or may not provide the student with the theme.		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases that show similarities and differences in information in texts about the same topic. • Requires the student to select (from four choices) an inference regarding the integration of information in two or more texts and to select words and phrases in the texts that show how the author integrates these topics. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires students to select (from four choices) an inference regarding information that is integrated from two or more texts. • Requires students to select (from four or more choices) multiple inferences regarding information that is integrated from two or more texts.

Listening

Content Standard	AzCCRS.ELA.Speaking and Listening.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask the student to paraphrase elements of an audio or visual stimulus.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand	Common Response Types	
<p>Answer questions about explicit information in an audio or visual stimulus.</p> <p>Paraphrase information provided in an audio or visual stimulus.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the stimulus that answers a question about the text. • Requires the student to select from four choices a correct paraphrasing of information from the stimulus, and then select words or phrases from the text that support the paraphrasing. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select a correct paraphrase of information from the stimulus. • Requires the student to select explicit or implicit details that answer a question about the stimulus. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state in words a correct paraphrase of information from the stimulus. 	

Content Standard	AzCCRS.ELA.Speaking and Listening.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask students to identify the reasons a speaker uses in support of a point or claim. Items may ask students to identify the evidence a speaker uses in support of a point or claim.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Using a given point or claim, identify how the speaker supports that point or claim.</p> <p>Determine a point or claim, then identify how the speaker supports that point or claim.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases that support a given point or claim made by the speaker. • Requires the student to select a point made by the speaker and then to select evidence from the stimulus that supports that point. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four or more options a description of the contribution made by specific information in the stimulus. • Requires the student to select from four or more options the evidence a speaker uses to support a given point in the stimulus. • Requires the student to select from four or more options the point a speaker makes in a stimulus. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to describe in words a particular point a speaker makes in a stimulus. • Requires the student to describe in words the evidence that supports a given point a speaker makes in a stimulus. • Requires the student to describe in words how the evidence supports a given point a speaker makes in a stimulus.

Language

Content Standard	<p><u>AzCCRS.ELA.Language.4.L.1</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Common Item Formats	<ul style="list-style-type: none"> • Editing Task Choice 	
Task Demand	Common Response Types	
Apply rules of standard English grammar and usage.	Editing Task Choice <ul style="list-style-type: none"> • Requires the student to select words or phrases that correct errors in standard English grammar and usage. • Requires the student to recognize when standard English grammar and usage are employed correctly. 	

Content Standard	<p>AzCCRS.ELA.Language.4.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Common Item Formats	<ul style="list-style-type: none"> Editing Task Choice 	
	Task Demand	Common Response Types
	Apply rules of standard English capitalization, punctuation, and spelling.	<p>Editing Task Choice</p> <ul style="list-style-type: none"> Requires the student to select words or phrases that correct errors in standard English capitalization, punctuation, and spelling. Requires the student to recognize when standard English capitalization, punctuation, and spelling are employed correctly.

Content Standard	<p>AzCCRS.ELA.Language.4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). 	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
<p>Determine the meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek affixes.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek root words.</p>		<p>Evidence-based Selected Response or Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select the definition of a word from four choices AND to select words or phrases from the text that provide context clues. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four or more choices the meaning of words or phrases used in the text, using context clues. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate Greek affixes. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate Greek root words. • Requires the student to select from four or more choices words or phrases from the text that show the meaning of words used in the text.

Content Standard	<p>AzCCRS.ELA.Language.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to explain the meaning of a simile or metaphor in the context of the text. Items may ask students to explain the meaning of common idioms, adages, and proverbs. Items may ask students to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
Common Item Formats	<ul style="list-style-type: none"> Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) Hot Text Multiple Choice Multi-Select Open Response 	
Task Demand		Common Response Types
<p>Determine the figurative meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of common idioms, adages, and proverbs as they are used in a text.</p> <p>Determine the meaning of words and phrases by comparing them to their antonyms or synonyms.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that show the meaning of words or phrases used figuratively in the text (including idioms, adages, or proverbs). Requires the student to select the meaning of figurative language, idioms, adages, or proverbs AND to select words or phrases from the text that show that meaning. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select from four or more choices the meaning of words or phrases used figuratively in the text (including idioms, adages, or proverbs). Requires the student to select from four or more choices a word that is an antonym or synonym of a given word from the text. Requires the student to select from four or more choices words or phrases from the text that provide context for the meaning of figurative language, idioms, adages, or proverbs used in the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to give the definition of a common idiom, adage, proverb, simple metaphor, or simple simile from the text in his or her own words.

Writing

Content Standard	<p><u>AzCCRS.ELA.Writing.4.W.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.
Common Item Formats	<ul style="list-style-type: none"> • Writing Prompt
Task Demands and Response Type	
Directions Templates	
<p>Write an essay in which you give your opinion about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • read the passages; • plan your response; • write your response; and • revise and edit your response. <p>Be sure to include</p> <ul style="list-style-type: none"> • an introduction; • support for your opinion using information from the passages; and • a conclusion that is related to your opinion <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	

Content Standard	<p><u>AzCCRS.ELA.Writing.4.W.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.
Common Item Formats	<ul style="list-style-type: none"> • Writing Prompt
Task Demands and Response Type	
Directions Templates	
<p>Write an informative essay about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • read the passages; • plan your response; • write your response; and • revise and edit your response. <p>Be sure to include</p> <ul style="list-style-type: none"> • an introduction; • information from the passages as support; and • a conclusion that is related to the information presented <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	